

## About the Authors

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**Mateus Yumarnamto** is an educator from Indonesia and a Fullbright scholar at IU Bloomington. He is interested in language teaching and cultural studies, especially in the area of language teacher education. He is also interested in how teachers' professional identities are shaped and reshaped in their life history and narratives. He is an Adjunct Lecturer, East Asian Languages and Cultures, and a Ph.D. candidate at the Department of Literacy, Culture, and Language Education, School of Education.

**Hadis Toufani** has been studying English in different language institutes in Tehran since she was 18. Due to her interest in English language, she decided to opt for English major and got her BA in English Language and Literature in 2009 at Azad University, Karaj branch. Afterwards, she decided to change her major and study TEFL for her MA and graduated in 2014 at the University of Tehran, Kish International Campus with an MA thesis entitled "Narrative Discourse of Second Language Learners: Language and Task Effects."

Her research interests include Discourse Analysis, Contrastive Analysis and Bilingualism and their applications to Second Language Acquisition. She has taught general English for nearly a year in an English institute in Tehran

**Sultan A. Almuhaimeed** is an assistant professor of curriculum & instruction. He has a BA in English Language & Translation, M.Ed in Curriculum & Instruction, and a Ph.D in curriculum & instruction with emphasis on TESOL/EFL. He is a faculty member in the Dept. of Curriculum & Instruction, College of Education, Qassim University, Saudi Arabia. He teaches graduate and undergraduate levels courses related to: curriculum theories, new approaches of curriculum, research in curriculum, teaching methodology. His research interests are related to bridging the gap between theory and practice with topics related to constructivist practices when applied to the field of TESOL/EFL.